

## Biennial Performance Report

### Section 2: Suspension and Expulsion – Revised 4/4/02 34 CFR §300.146

#### General Instructions:

States are to use Table 2 when reporting suspensions and expulsions in this Biennial Performance Report. Table 2 is a template that can be accessed electronically at <http://www.ed.gov/offices/OSERS/OSEP/Monitoring/>. Only data from the most current grant year (July 1, 2000 through June 30, 2001) of the two grant years are to be reported on Table 2. **If the State has written a performance goal for suspension and expulsion and the goal, with supporting data, is included on Table 1, Table 2 of the Biennial Performance Report does not have to be completed. However, in such instances all reporting requirements found in Steps 1-4 in the general instructions for Section 2: Suspension and Expulsion must be met.** For example, on Table 2, in the cell labeled Performance Data, enter the suspension and expulsion goal number and a short explanation indicating that the reporting requirements for Section 2 are covered in Section 1, e.g. "Goal #6 on Table 1 addresses suspension and expulsion and the supporting data includes all reporting requirements found in Steps 1-4 in Section 2 of the Biennial Performance Report." The remaining portion of Table 2 would be left blank.

When completed, Table 2 should contain multiple pages with attachments.

**Step 1:** In the cell labeled Performance Data, on Table 2, provide suspension and expulsion performance data for the most current year (July 1, 2000 through June 30, 2001). States must use the data that were reported for Table 5, Section A, Columns 3A and 3B, Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days of the Annual Report of Children Served for SY 2000-2001. Table 5 can be found at <http://www.ed.gov/offices/OSERS/OSEP/Monitoring/>. If an attachment is used to provide data, enter "Refer to attached Suspension and Expulsion Table" in the cell labeled Performance Data on Table 2.

**Step 2:** In the cell Explanation/Discussion for Suspension and Expulsion Data, on Table 2, describe the results of the State's examination of data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities, as required at 34 CFR §300.146(a). The States examination must include either a comparison:

- Among local educational agencies within the State, or
- To the rates for nondisabled children within the agencies.

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If the State needs to explain the performance data, the explanation should be provided in this section.

**Step 3:** In the cell labeled Suspension and Expulsion Performance Targets/Benchmarks, on Table 2, **list the number of agencies** with significant discrepancies in the rate of long-term suspensions and expulsions of children with disabilities, as described in the bulleted items in Step 2 and what action was taken by the State and/or local educational agencies in response to the findings. Provide the performance target and related benchmarks the State has set in regard to these findings. The performance target is a long-range effect the State is hoping to accomplish in regard to **suspension and expulsion rates** for students with disabilities. Benchmarks are measures that will enable the State to determine, from short-term effects, if the performance target will be met in regard to **suspension and expulsion rates**.

**Step 4:** In the cell labeled Explanation/Discussion for Suspension and Expulsion Data, on Table 2, if discrepancies are occurring, describe the significant discrepancies that are occurring in the rate of long-term suspensions and expulsions of children with disabilities and show how the State has used the information on the State's performance on the goal to make adjustments or improvements in programs, policy, or practice.

## Biennial Performance Report

### Source of Data (Information purposes only):

2000 Annual Report of Children –

**Table 5:** Report of Children with Disabilities Subject to Unilateral Removal, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-term Suspension/Expulsion

### Cross-Reference Data (Information purposes only):

Continuous Improvement Monitoring Process – State's Self-Assessment

Part B – Free Appropriate Public Education in the Least Restrictive Environment

**BF.4** Are appropriate special education and related services provided to children with disabilities served by the public agency?

**BF.5** Are appropriate services provided to children with disabilities whose behavior impedes learning?

Government Performance and Results Act (GPRA)

**Goal:** To improve results for children with disabilities by assisting State and local educational agencies to provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.

**Objective 3:** All children with disabilities have access to the general curriculum and assessments, with appropriate accommodations, supports, and services, consistent with high standards.

**Indicator 3.3** Suspensions or expulsions: The percentage of children with disabilities who are subject to long-term suspension or expulsion, unilateral change in placement, or change in placement if their current placement is likely to result in injury to the child or to others, will decrease.